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HEIDELBERG ACADEMY
HEIDELBERG GARDENS
FLAT ROCK, N.C.

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Heidelberg Academy
Heidelberg Gardens
Flat Rock, North Carolina

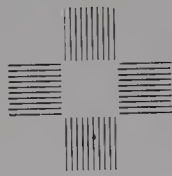


HEIDELBERG ACADEMY

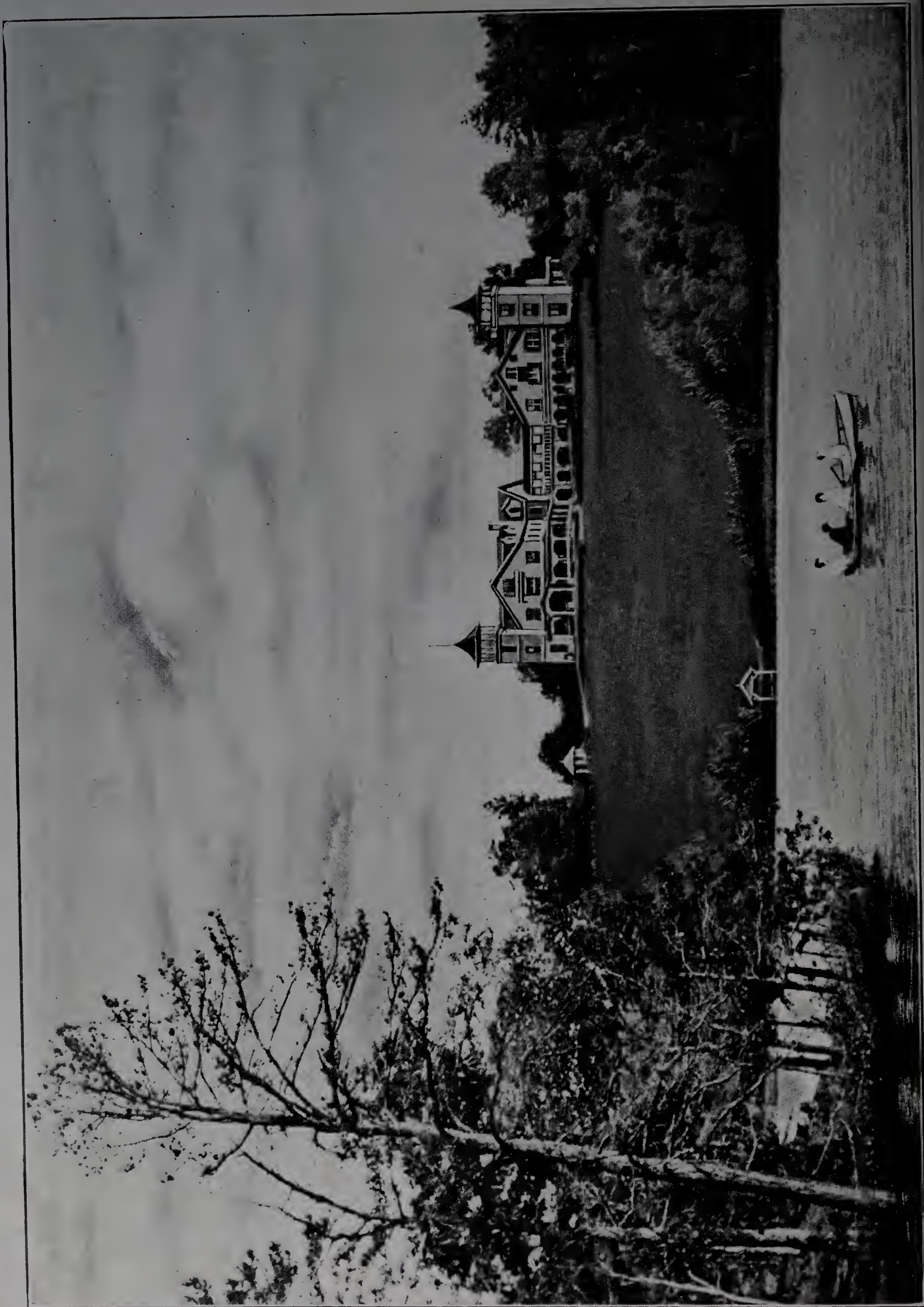
A MODERN HOME AND
GARDEN-SCHOOL *for* GIRLS

Heidelberg Gardens
FLAT ROCK, N. C.

“Health, Power, Wisdom, Activity”



Arthur R. Guérard, M.A., B.S., M.D.
Mrs. A. R. Guérard
Principals



CALENDAR

The School Year Begins the 4th Tuesday in September, when all pupils report by 7.00 p. m. The following day—Wednesday—Preliminary Examinations; Registration; Classification.

The First or Fall Session Begins the 4th Thursday in September; Classes Assemble at 9.00 a. m.

The First or Fall Session Ends the week before Christmas.

The Second or Winter Session Begins the week after New Year. Pupils Report by 7.00 p. m.; Classes Assemble at 9.00 a. m. the following day.

The Second or Winter Session Ends the Thursday before Easter, 12.00 m.

The Third or Spring Session Begins the Tuesday after Easter; Classes Assemble at 9.00 a. m.

The Third or Spring Session Ends the 2d Tuesday in June; Closing Exercises Begin.

The School Year Closes the 2d Thursday in June—Commencement Day.

SUMMER VACATION

The Holidays Are: Thanksgiving Day, Washington's Birthday, School Field Day (3d Tuesday in May), and Easter (from 12.00 m. Thursday before Easter to 7.00 p. m. Monday after Easter).

Christmas Recess Is: Three weeks (from the week before Christmas to the week after New Year, inclusive).

NOTE: No absence from the school is allowed at or near Thanksgiving Day, Washington's Birthday, Field Day, or Easter. The only recess is at Christmas.

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DAILY PROGRAM

SCHOOL DAYS

7.00 a. m.	Rising Bell
7.50 a. m.	Morning Prayer
8.00 a. m.	Breakfast
8.30 a. m.	Room Duties
9.00 a. m. to 11.00 a. m.	School Sessions
11.00 a. m. to 11.15 a. m.	Luncheon
11.15 a. m. to 2.00 p. m.	School Sessions
2.00 p. m. to 2.30 p. m.	Dinner
2.30 p. m. to 4.30 p. m.	Recreation
4.30 p. m. to 4.45 p. m.	Afternoon Refreshment
4.45 p. m. to 6.00 p. m.	Study
6.00 p. m. to 6.30 p. m.	Supper
6.30 p. m. to 7.00 p. m.	Recreation
7.00 p. m. to 8.00 p. m.	Study
8.00 p. m. to 9.00 p. m.	Social Hour
9.00 p. m.	Evening Prayer
9.15 p. m.	Room Bell
9.30 p. m.	Lights Out

SATURDAYS

9.00 a. m. to 10.00 a. m.	Mending Hour
10.00 a. m. to 1.30 p. m.	Excursions, at Teachers' Discretion
2.30 p. m. to 6.00 p. m.	Games and Sports
7.00 p. m. to 9.00 p. m.	Social Entertainments, at Teachers' Discretion.

SUNDAYS

8.00 a. m.	Rising Bell
9.00 a. m.	Breakfast
11.00 a. m. to 12.30 p. m.	Morning Service
1.00 p. m.	Dinner
8.00 p. m.	Evening Song
9.30 p. m.	Lights Out

Heidelberg Academy

BELIEVING that there is a demand for more preparatory schools in the South, and especially for new methods of teaching, to meet new social and individual wants, this school has been organized as *A Modern Home and Garden-School for Girls*; and it is designed not only, but more particularly, for those girls who wish to escape the extremes of temperature or the limitations of the city, North or South, or who desire to combine special care and instruction, under exceptionally favorable climatic and hygienic conditions, with constant medical (physiological) supervision.

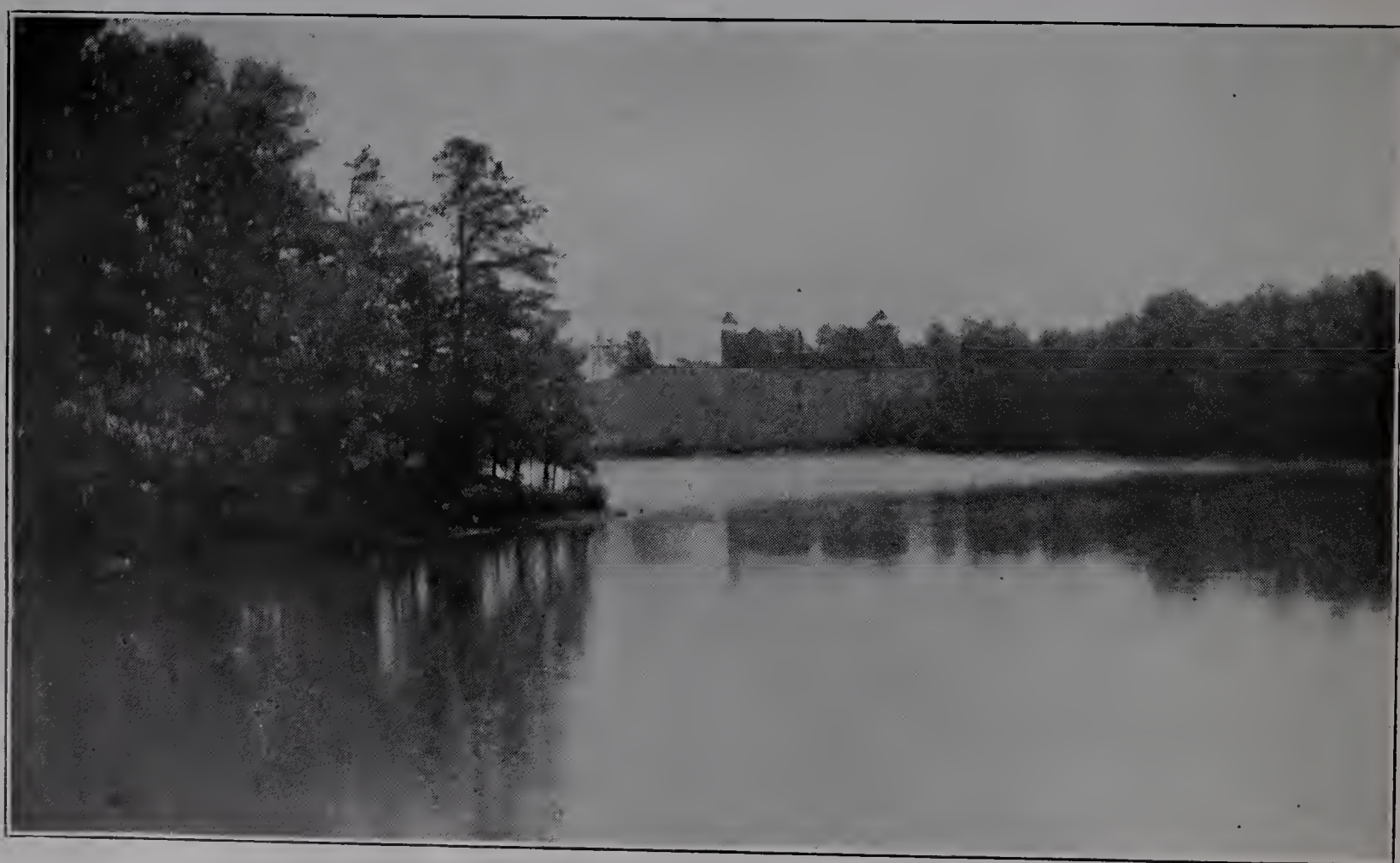
The Garden-School

The garden-school idea is not new, although it may require present explanation. It had its origin in the earliest history of education—from the time of Aristotle and Plato—and it has always been connected with important educational reforms. This idea has found partial expression in the modern kindergarten and open-air schools, and is based upon these axioms of physiological education, viz: (1) To teach nothing indoors which can be learned outdoors; (2) To teach nothing from books which can be learned from Nature—or, in other words, to make the education of the young—not only little children, but all young pupils—more active and practical by transferring it to the open air whenever possible.

Such a garden-school includes a complete system of open-air teaching, taking place in a true garden, complemented by a Museum of Natural History and Art and a Library of books, for study and reference; i.e., an Academy. Such a garden-school offers not alone the best opportunity for the study of the Natural Sciences and Arts, but for general study; besides, it cultivates in the young a love and appreciation of home life and its surroundings, and a desire for simple things. “What we make children love and desire is more important than what we make them learn.” The garden-school, moreover, as all forms of open-air teaching, improves the health, the growth and development, and the buoyancy of youth. The former narrow-minded idea of the school used to be, “Wherever we can learn something.” The modern scientific idea is, “Wherever we can improve our health, which is power.” The paramount object of all education is the cultivation of the powers—physical, mental, and moral; and this is the idea of the garden-school upon which Heidelberg Academy is founded.



Near Front View of the Academy



Distant Front View

Heidelberg Gardens

Heidelberg Gardens consist of sixty-five acres of land—park, farm, and orchard—a large central Academy building, several separate cottages, and a number of outbuildings—an independent hamlet in itself—overlooking exquisite lake and mountain scenery, and constituting one of the most complete and elegant country estates in the beautiful “Land of the Sky.” The Gardens proper consist of twenty-five acres of park and gardens, containing a great variety of trees, shrubs, and vines, numerous avenues, graveled walks, lawns, terraces, quiet shady nooks, leafy bowers, rustic arbors, and flower beds—a veritable *arboretum*. The farm and orchard contain over 1,200 bearing fruit trees, and berries and vegetables of all kinds, dairy, etc.—about forty acres.

Location and Climate

The location is ideal—in the center of “Picturesque Old Flat Rock,” a refined country settlement of ante-bellum days, famous as a health resort for upward of a century—on a high but protected tableland (altitude 2,221 feet, latitude 35° N., longitude 82° W.), on the Eastern slope of the Blue Ridge. Occupying a central position in the settlement, one mile from Flat Rock Station, on the Southern Railway, three miles from Hendersonville, the county seat, and twenty-five miles south of Asheville, it is easy of access from all points. Ten passenger trains stop daily at Flat Rock.

Thus situated in the open country, free from noise, smoke, and dust, at the golden mean of altitude and latitude, on an elevated plateau, yet at a sufficient distance from the surrounding wall of higher mountains to avoid their steep sides and fog-laden valleys, but which serve, nevertheless, to guard it from severe storms, Heidelberg Academy possesses one of the finest climates, throughout the year, to be found anywhere in the world. Here there are no extremes of temperature (mean winter temperature 38°, mean summer temperature 70°, mean annual temperature 54° F.); the air is always soft yet invigorating; there is an abundance (60 per cent.) of sunshine throughout the year; the rainfall is ample, but not excessive; “drizzly” weather is rare, and there is practically no fog.

Academy Buildings

The Academy Building is a well-built, three-story structure, in the Swiss style of architecture, covered with cement stucco. The roof is metal; the foundation is brick. It has large double windows on all floors. Broad verandas extend almost entirely around the house, some enclosed in glass, forming winter gardens or open-air class rooms. In all 4,000 square feet of porch space is available for the use of students.

The interior arrangement of the building is homelike and con-

venient, and handsomely finished in hard woods. The students' apartments are unusually large, well ventilated, and cheerful. The furnishings are elegant and complete. The bedroom furniture has been carefully selected, with a view to both health and comfort. The living rooms are fitted up in the manner of a refined country home. They contain fine collections of minerals, birds, animals, insects, etc., and many rare and beautiful works of art, paintings, engravings, curios, and antiques—practically a private Museum of Natural History and Art—and a well-stocked Library of books—English, French, and German—for study and reference. The class rooms contain all the latest charts, globes, etc. There is a fine Assembly Room or Concert Hall (38x40 feet), artistically designed in the Old German style.

The sanitary equipment is modern: Separate toilets and bath rooms (hot and cold water—open plumbing) on all floors—fourteen of these in all—and several suites of apartments have private bath rooms attached; steam heat and open fireplaces; electric bells and lighting plant; telephone and telegraph service; and fire hose connections and chemical fire extinguishers on every floor, within easy reach. The students are taught the fire drill, so that with these precautions and the many exits the danger from fire is reduced to a minimum.

The Academy has its own system of water-works; the supply, coming from pure mountain springs and streams, is elevated by pumps to tanks above the building. The *drinking water* is clear, cold, and sparkling, and, being carefully controlled by analysis (chemical and bacteriological), it is absolutely pure; it is known as a pure freestone water, similar to the famous Poland Spring water of Maine. The sewage is scientifically disposed of by means of a purification plant.

Besides the main Academy Building, there are several cottages on the grounds, fitted with water, lights, and all conveniences. They are used for various purposes connected with the school, such as Infirmary, Laboratory, Teachers' Residences, etc. The Laundry, Ice House, Dairy, Barns, Stables, etc., are situated below the hill at some distance from the school.

Character of School

While Heidelberg Academy maintains full regular courses and a high standard of instruction, as in the best preparatory schools, it possesses certain features which give it a distinctive character. Among its most salient features are: (1) *Psycho-physiological teaching of the whole child*—body, mind, and soul—with constant medical supervision; (2) *Small classes and individual training in study and athletics*, with special facilities for close observation of the pupils; (3) *Open-air study*, with Nature as the school room and the school book, in its own gardens, unless

insuperable difficulties prevent, and then in its enclosed winter gardens; (4) *Real home life*, with teachers and pupils living not only under the same roof, but as members of the same family.

Purpose

To improve, physically, the health, and thus the powers, of the pupils committed to its care, while imparting to them, mentally and morally, a liberal and useful education—to fit them for efficient home management as well as for the business of life—this is the main purpose of existence of Heidelberg Academy, and the true meaning of its double appellation as “*A Modern Home and Garden-School for Girls*”—the future mothers and the future home-makers of the Nation.

Care of Health

Care of health is naturally one of the primary functions of a school of this character, the methods being based on the principles of modern Sanitary Science—Physiology, Hygiene, and Preventive Medicine. An accurate record is kept of the vital forces: not only the family history of the pupils, and the past illnesses and accidents of childhood, but the present capabilities, functions, and powers of endurance, are carefully recorded, and every physical sign is noted—especially such as look suspicious of organic trouble or inherited tendency to organic weakness—in order to deduce from them consequences important for the future training of the student, or to institute corrective or preventive measures, and thus avoid possible chronic disease. Particular attention is also paid to the condition of the senses, hearing, vision, and the like; also to the tastes, talents, and disposition, the memory, etc. All these matters are systematically recorded, and verified and controlled by repeated examinations, for use in the future training of the pupil.

In case of sickness, the Principal, as School Physician, takes charge of the patient gratuitously. The greatest possible kindness and devotion are shown even in the slightest complaint. Any serious illness of pupils is promptly reported to parents. Should a special nurse or consulting physician be found necessary, as in cases requiring special treatment, they will be called in, of course, at the expense of the pupil.

Physical Culture, as a means of improving the general health as well as offering the proper channels for recreation, receives the same individual care and attention. In addition to the regular gymnastics in classes, special medical gymnastics are given for the benefit of those who have marked deformities and are unable to take part in the classes in physical training. No student is allowed to engage in any form of athletics without previous exam-

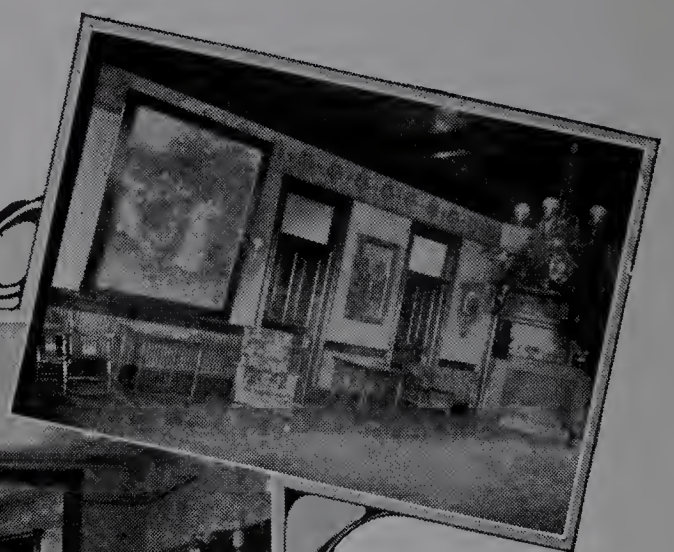


Terraces and Driveways



Main Hall

A Corner of the Assembly Hall



One of the Parlors

Interior Views at the Academy

ination. Outdoor sports are especially encouraged, such as Lawn Tennis, Basket Ball, Clock Golf, etc. There are also daily walks and excursions in the neighborhood, which form a part of the regular physical exercises. These are rendered more than ordinarily interesting and instructive not only on account of the picturesque scenery, but because the gardens and mountains are an inexhaustible treasure-house of varied flora, fauna, minerals, etc., for the student and collector of Natural History specimens.

Food, as a primal necessity to health, is also given special attention. With an extensive truck farm and orchard to draw from, the food at the Academy is always varied, well cooked, and nutritious. The foreign custom of five meals a day is adopted, as being the most wholesome for the growing child, and the teachers dine with the pupils at the same tables.

Moral Training

The pupils are carefully instructed in good morals. They are taught the principles of piety, justice, and a sacred regard for the truth; to exercise self-control and moderation, punctuality and obedience; to keep their obligations and engagements of all kinds; to cultivate industry, frugality, and those other virtues which are the ornament of human society; to do unto others as themselves would be done by; and to aspire constantly after high ideals—which is the essence of true Christianity.

Although non-denominational and broad in its teachings, the spirit of the school is thus distinctly religious. The day's work is opened and closed with prayer, at which all students, except in case of sickness, are required to be present. On Sunday, services are held regularly in the Assembly Hall, at 11.00 a. m., when some visiting clergyman is invited to officiate, or the Principal reads an appropriate address. Students are permitted, if conditions are favorable, to attend the church of their choice in Hendersonville, the neighboring town; but they must be accompanied by a teacher or chaperon.

Social Culture

"Society is the realm of woman—the throne which, like a conqueror, she first founded, then filled." Social culture, therefore, is a necessary part of a girl's training; she must be instructed in the manners and usages of polite society, in order that she may be able to give and to receive social entertainments with unconscious grace and dignity. With this object in view, special instruction is given on Social Customs, and this instruction is put in practice at the various social functions which are held at the school, for the benefit of the students—such as games and dances, during the social evening hour; afternoon teas; garden parties; musicales; plays, etc. The students are also encouraged to give spontaneous

expression to their social instincts by the formation of societies of their own—literary, musical, and athletic—in which every one is invited to join. No social entertainments, however, are allowed to interfere in any way with the work prescribed.

Regulations

Students who enter Heidelberg Academy, which is essentially a home school, are assumed to do so as members of the school family, and to voluntarily place themselves under the control of the heads of the household. The discipline is, therefore, of the simplest character; there are but few regulations, and these are based on common sense and kindly feeling. Only such restrictions are thrown around the students as are deemed necessary for their health and protection, but as such they are expected to be cheerfully complied with.

Thus, students are not allowed to leave the Academy without permission, or unless accompanied by a teacher or chaperon; they can not receive or pay visits without the approval of the parents or guardians, or the sanction of the Principal; their correspondence must be limited, and an authorized list of names of persons with whom they are allowed to correspond must be furnished; they are not permitted to keep eatables, except fruit, in their rooms, nor to cook in their rooms—their rooms will be regularly inspected, and any disorderliness or untidiness will be noted; they must not keep money in their rooms, but should deposit it with the Principal—all money or jewelry kept in rooms will be at their own risk; they are not allowed to buy anything at the near-by stores on credit, nor to sell any personal property, without permission; if they damage any school property, they will be required to pay for it. Students who persistently break the rules, or whose influence is detrimental to the school, will not be retained.

Parents and guardians who place their children or wards in the Academy are understood to do so under the conditions laid down in this catalogue, and they are expected to co-operate with the teachers in all matters concerning the welfare of the school and the improvement of the students, especially in obtaining observance of rules. They are advised to leave it to the judgment of the Principal to decide what subjects or course of study, in the regular academic work, the pupils should take up, which will only be determined after careful consideration. The work in the special courses alone is to some extent elective.

Parents should enter their children on the first day of the term, if possible, and let them stay until the last day, uninterruptedly. They are requested not to send boxes of eatables, except fruit, to their children; rich food, especially cakes, confectionery, and the like, are injurious to health, and are forbidden. They are also advised to limit their children to a certain allowance of pocket

money; \$4.00 a month is a sufficient amount ordinarily, and this should be placed in care of the Principal with instructions to pay it out in weekly installments.

All business communications, and all letters concerning the pupils, should be addressed directly to the Principal, and not through the medium of students. All telegrams should also be so addressed.

All mail and express should be addressed in care of Heidelberg Academy, Flat Rock, N. C. Express packages must be prepaid.

N. B.—Such matters as dentistry and dressmaking should be attended to at home.

Dress and Outfit

No regular uniform is required, but each student is expected to be provided with a sufficient supply of serviceable school dresses, simply made, and enough comfortable underwear. While not obligatory, the Peter Thompson suit is recommended for every-day wear. Thin shirtwaists, short sleeves, and low shoes are not allowed in winter. After November 1st, and throughout the winter, the students should have a warm woolen cloak, and a strong pair of walking shoes, rubbers, raincoat, and umbrella. For evening wear and social entertainments at school, any simple dress that the student may have may be used. Expensive or fancy dressing is discouraged. For Commencement, a simple white dress is worn.

In addition, every student is expected to bring the following outfit: Three pairs of sheets, four pillow cases, one pair of blankets or a comfortable, six face towels, two bath towels, two bureau scarfs, two table covers, two laundry bags, the necessary combs, brushes, soap, dressing gown, etc., and, for table service, six napkins and a napkin ring, knife, fork, and spoons. Every article of clothing and linen must be plainly marked (on woven name-tape) with the owner's full name.

Entrance Requirements

Entrance is expected on the first day of the term, but students will be received at any time, provided there is a vacancy and they are found qualified.

No pupil is admitted for less than the entire school year, or that portion of it remaining after entrance. But if for some special reason a student intends to stay only for a part of the year, it must be so stated and arranged for in advance; otherwise, the fees for the entire year must be paid.

Each applicant must furnish records of previous work and present a certificate of honorable dismissal from the former school. Satisfactory references are required.

Application blanks, as attached to the catalogue, must be filled

out and returned to the Principal before final arrangements for admission can be made.

As the number of pupils that can be accommodated is limited, applications should be sent in early.

School Work

The school year begins the 4th Tuesday in September and ends the 2d Thursday in June. It is divided into three sessions—Fall, Winter, and Spring—which division is made to assist in controlling the progress of the pupils. Reports are mailed at the close of each session, when the examinations are held. Students are required to be present at the beginning of the term, and their attendance must be regular and punctual to the end; sickness, or other unavoidable cause, is the only excuse accepted for non-attendance or tardiness.

Intellectual Training

Although the course of study is graded, and the students, for the sake of system, are classified, the classes are small, the training is individual, and, if necessary, the courses are modified to meet the individual requirements.

No pupil is allowed to undertake any course of study for which she is not physically as well as mentally fitted or able to carry through to the end. But every effort is made, by inculcating proper habits of study—*as much as possible in the open air*—to develop the mental faculties as far as the physical well-being of the student will permit. The instruction is given with *thoroughness* rather than with an ambition to produce profound scholarship or a bare knowledge of arbitrary facts. Thus, the dead languages are taught mainly as a ground work for the modern languages, and to cultivate a taste for classical literature in general; the mighty shaping forces of the past are studied in relation to present-day affairs; and the sciences are given a human interest and significance by being applied to matters connected with the home and the individual. In this way the subjects taught are made real and intelligible, because active and practical; the student is gradually led to acquire a wider intellectual vision; there is developed in her a keener sensitiveness to all that is beautiful and noble; while in each case there is obtained the greatest possible degree of efficiency—devoutly mindful of the fact that the girls are being educated to be the future mothers and home-makers of the American people.

Course of Study

The course of study is so arranged that a continuous training may be carried on from the time the child enters school until she begins the duties of home management or goes to college. There

are two regular departments—the Preparatory and the Academic—and two special departments—the Art and the Commercial Departments. They are grouped as follows:

I. THE PREPARATORY DEPARTMENT, which corresponds to the Grammar School, and includes:

- (a)—*The Kindergarten*, or 1st and 2d Classes.
- (b)—*The Primary*, or 3d and 4th Classes.
- (c)—*The Intermediate*, or 5th, 6th, 7th, and 8th Classes.

II. THE ACADEMIC DEPARTMENT, which corresponds to the High School, and includes:

- (d)—*The First Year Academic* Classes.
- (e)—*The Second Year Academic* Classes.
- (f)—*The Third Year Academic* Classes.
- (g)—*The Fourth Year Academic* Classes.

These are again divided into two distinct courses: The REGULAR ACADEMIC PREPARATORY COURSE, which fits for home life or a business career; and the COLLEGE ACADEMIC PREPARATORY COURSE, which covers the subjects required for entrance to any of the leading colleges.

III. THE ART DEPARTMENT, which is special, and includes:

- (h)—*Music*, Instrumental and Vocal.
- (i)—*Art*, Drawing and Painting.
- (j)—*History of Art*, Architecture, Sculpture, and Painting.
- (k)—*Elocution*, Reading and Speaking.
- (l)—*Domestic Science and Art*, Dietetics, Cooking, Sewing, etc.

IV. THE COMMERCIAL DEPARTMENT, which is special, and includes:

- (m)—*Bookkeeping*, Commercial Arithmetic and English.
- (n)—*Shorthand*.
- (o)—*Typewriting*.

1. GIRLS OF ALL AGES ARE ADMITTED TO THE ACADEMY, AND BOYS UP TO THIRTEEN YEARS OF AGE.

2. YOUNG CHILDREN ARE RECEIVED AS BOARDERS, AND SPECIALLY PROVIDED FOR.

3. DAY PUPILS FROM THE NEIGHBORHOOD ARE TAKEN AS IRREGULAR STUDENTS.

Examinations, Certificates, and Awards

Written examinations in the Preparatory and Academic Departments are held at the end of each session—Fall, Winter, and Spring—and upon the results of these examinations, together with the class work, are based the promotions. Any mark below 60 per cent. is unsatisfactory in the Preparatory Department, and no one will be promoted who has not obtained this average in class work and examinations in the principal subjects. No one will be promoted in the Academic Department who has not obtained an average of 60 per cent. in class work and examinations in each of the following subjects: Mathematics, English, History, Latin, French or German, and Science.

A certificate will be awarded to each pupil who has satisfactorily completed the 8th Class of the Preparatory Department.

A diploma will be awarded to each pupil who graduates from the Academic Department, in either the Regular Preparatory or College Preparatory Course.

The First Prize in any subject will be awarded to the pupil who obtains the highest marks; the next pupil in order of merit receives the Second Prize.

The Honor Roll is the highest general award of merit, announced at Commencement, which is open to all members of the school. In order to be entitled to a place on the Honor Roll, the pupil must have been in attendance the entire year, and have been absent from no duty at any time without the consent of the Principal; she must have had during the



Views of the Immediate Surroundings



Views in the Neighborhood

year a full regular course of study, have taken all examinations, and obtained an average mark of at least 75 per cent. for the year; she must have made an average mark of at least 85 per cent. in class work; and she must have made a record of "Excellent" (not exceeding one demerit) in Deportment, Industry, and Punctuality.

A gold medal will be awarded to the pupil who gains the First Place on the Honor Roll.

Certificates and awards are also granted to students specializing in Music, Art, Elocution, Domestic Science and Art, and the Commercial Department. In order to obtain a certificate or award in any of these courses, the pupil must have completed the courses satisfactorily, and have taken, along with her special studies, at least two regular Academic studies—as, for instance, English and a Modern Language, English and History, or other similar combination.

A gold medal will be awarded in Music and Domestic Science and Art to the pupil who shows exceptional proficiency.

N. B.—Deportment, Industry, and Punctuality are taken into consideration in awarding all school honors. No honors will be awarded, and no certificates of dismissal to other schools or colleges will be given, unless all bills have been paid.

Lectures

In addition to the regular and special courses, lectures will be given once or twice a week throughout the year by members of the Faculty, and other lecturers by invitation, on various topics connected with the school work, or of general interest to the school. These lectures will be delivered before the entire student body, and all pupils, as a rule, are required to attend them. This applies more particularly to the lectures on Applied Science, and especially to the lectures on Physiology and Hygiene, which is one of the most intensely practical and useful subjects in the school curriculum, inasmuch as it directly affects the life and happiness of both pupils and teachers.

These lectures will be expressed in plain language that all, even the youngest, can understand, and the subjects will be treated in a simple and practical manner, so as to emphasize the more important facts and fix them in the minds of the students. Thus, health and disease will be considered, the germ theory explained, and specimens of the more common disease-producing bacteria will be shown under the microscope; the sanitary arrangement and management of the home and of the sick room will be discussed, and the principal methods of disinfection and the prevention of disease will be illustrated. Biology (Botany and Zoölogy) will be considered from a practical standpoint, in relation to products useful to man—vegetables, fruits, and domestic animals. Chemistry and Physics will be treated as applied to the household—to home-building and equipment, foods, cooking, etc. And, finally, Physiography will be discussed in reference to such useful information as may be gained from actual observation of the topography, geological formation, rocks, soils, etc., of the country, in the vicinity of the school, as applied to the home and garden.

DESCRIPTION OF COURSES

I—THE PREPARATORY DEPARTMENT

A—The Kindergarden, or 1st and 2d Grades

The Kindergarden finds its natural place at Heidelberg Academy, its object being: (1) To form a bond between the home and the school; (2) To consider the whole nature of the child—physical, mental, and moral—and to give every aspect of that nature a chance for exercise, training, and growth; (3) To furnish a background for the formal study of reading, writing, arithmetic, and geography; (4) To promote happiness, by employing the energies based on natural instinct; and (5) To promote health, which is power, by offering the best opportunities, in a true garden, for natural growth and development.

The Montessori Method is employed, with the usual forms recommended in modern kindergarden teaching.

First Class (A)

Arithmetic—Natural Number Primer (Gibbs).

Reading—Synthetic and Phonetic Word Method (Demorest), Parts I and II.

Writing—Formation and Proportion of Letters.

Spelling—Synthetic and Phonetic Word Method.

Singing—Action Songs.

German—Easy Words and Sentences. Berlitz Method for Children.

Second Class (A)

Arithmetic—Reading and writing numbers. Addition, subtraction, oral multiplication. First notion of fractions.

English—Reading (Brook's Reader, I). Memorizing of Short Poems.

Writing—Palmer Method.

Brush Work—Painting of Birds, Flowers, Plants.

Nature Study—In the open air whenever possible. Birds, Flowers, Plants.

Singing—Action Songs.

Drill—Physical Exercises.

German—Easy Words and Sentences. Berlitz Method.

B—The Primary Classes, 3d and 4th

Third Class (B)

Arithmetic—Oral and written work in the four fundamental operations. Practical Idea of Fractions. Milne's *Progressive Arithmetic*, Book I, introduced.

English—Spelling, Reading (Brook's, II, III). Memorizing of Short Poems. Reproduction of Short Stories, Fairy Tales, etc.

Writing—Palmer Method.

Brush Work—Painting of Birds, Flowers, Plants.

Nature Study—In the open air whenever possible. Animals, Birds, Flowers.

History—Local History. Oral Lessons of Early Settlers, etc.

Singing—Action Songs (*Modern Music Primer*).

Drill—Various Physical Exercises.

German—Easy Words and Sentences. Vocabulary extended. Berlitz Method.

Fourth Class (B)

Arithmetic—Simple rules. Four principal operations. Easy problems. Daily oral practice. Short methods in Multiplication and Division. Milne's *Progressive Arithmetic*, Book I, completed.

English—Grammar (Hoenshel's *Elementary*), introduced. Parts of

Speech. Punctuation and Capitals. *Spelling, Dictation*: From Readers. Memorizing of suitable selections. *Reading*: Brook's Readers, IV, V. Oral reproductions.

Writing—Palmer Method.

Drawing—Easy designs; object drawing.

Object Lessons—Familiar objects in Home and Gardens.

History—Local History connected with Early Settlements.

Singing—Sight Singing (*Modern Music First Reader*).

Drill—Various Physical Exercises.

German—Easy conversation. Object teaching. Berlitz Method.

C—The Intermediate Classes—5th, 6th, 7th, and 8th

Fifth Class (C)

Arithmetic—Review work. Common and Decimal Fractions with easy numbers. Oral arithmetic. Milne's *Progressive Arithmetic*, Book II, introduced.

English—*Grammar* (Hoenshel's *Elementary*), continued. Words and Sentences. *Spelling, Dictation*: The Descriptive Speller. Passages from Readers. *Reading*: Brook's Readers, VI, VII. *Written Composition*: Letter-writing. Short subjects. *Oral Composition*: Reproductions of Prose and Poetry. *Memorizing*: Suitable selections.

Writing—Palmer Method.

Geography—Maury's *New Elements*, introduced.

History—Mace's *Primary History*.

Drawing—Easy ornamental designs. Drawing from Nature.

Object Lessons—Health Talks (Jewett's *Good Health*).

Singing—Sight Singing (*Modern Music Reader, II*).

German—Reading and writing of German Script. Memorizing easy selections. Simple rules of Grammar, introduced. Berlitz Method.

Physical Culture—Breathing Exercises. Muscle Development.

Sixth Class (C)

Arithmetic—Milne's *Progressive Arithmetic*, Book II. Review work. Decimals. Denominate Numbers. Oral Arithmetic.

English—*Grammar* (Hoenshel's *Elementary*), reviewed. *Spelling, Dictation*: The Descriptive Speller. Passages from Readers. *Reading*: Brook's Reader, VIII, and Carpenter's *North America*. *Composition*: Descriptions and Narrations. Letters and Business Notes. *Memorizing*: Selected Passages. *Literature*: Hawthorne's *Wonder Book*; Ruskin's *King of the Golden River*; Mrs. Burnett's *Little Lord Fauntleroy*, etc.

Writing—Palmer Method.

Geography—Maury's *New Elements*, completed.

History—Mace's *History of the United States*.

Drawing—Conventional forms. Animal and Human forms. Drawing from Nature.

Object Lessons—Health Talks (Jewett's *Emergencies*).

Singing—Sight Singing (*Modern Music Reader, II*).

German—Elementary Grammar. Exercises. Translations. Berlitz Method.

Physical Culture—Breathing Exercises. Muscle Development.

Seventh Class (C)

Arithmetic—Milne's Standard or Wentworth-Smith's Arithmetic to Percentage.

English—*Grammar*: Rules of Grammar explained. Hoenshel's Advanced Grammar. The Descriptive Speller. *Dictation*: Passages from Readers. *Reading*: Williams's *Choice Literature for Intermediate Grades*, Book I, and Carpenter's *South America*. *Composition*: Descriptions from Observation. Short Original Stories. *Memorizing*: Selections from classics. *Literature*: Hawthorne's *Tanglewood Tales*; Longfellow's *Hiawatha*; Lamb's *Adventures of Ulysses*; Wyss's *Swiss Family Robinson*, etc.

Writing—Palmer Method.

Geography—Maury's *Complete Geography*, introduced.
History—Mace's *History of the United States*.
Science—*Physiology*: Martin's *Human Body* (Elementary Course).
Drawing—Ornamental designs and familiar objects.
Object Lessons—Practical Talks (Jewett's *Town and Country*).
Singing—Sight Singing (*Modern Music Reader, II*).
German—Elementary Grammar. Reading. Translation. Memorizing.
 Berlitz Method.
Physical Culture—Breathing Exercises. Muscle Development. Grace Movements.

Eighth Class (C)

Mathematics—Milne's Standard or Wentworth-Smith's Arithmetic, completed. *Algebra*: Wells and Hart's New High School Algebra, introduced.

English—*Grammar*: Hoenshel's Advanced Grammar. *Dictation*: Passages from Readers. *Reading*: Williams's *Choice Literature*, Book II. *Composition*: Descriptions from personal knowledge. Letter-writing. Invitations. *Memorizing*: Classical selections. *Literature*: Kingsley's *Water Babies*; Martineau's *Peasant and Prince*; Longfellow's *Courtship of Miles Standish*; Bunyan's *Pilgrim's Progress*; Defoe's *Robinson Crusoe*; Lamb's *Tales from Shakespeare*; *Arabian Nights*, etc.

Writing—Palmer Method.

Geography—Maury's *Complete Geography*.

History—Mace's *History of the United States*.

Science—*Physiology and Hygiene*.

Drawing—Drawing and Shading of Geometric and Solid Forms.
 Drawing from Nature.

Object Lessons—Practical subjects in Physiology and Hygiene.

Singing—Sight Singing (*Modern Music Reader*).

German—Elementary Grammar, completed. Reading. Translation.
 Conversation.

Physical Culture—Breathing Exercises. Muscle Development. Grace Movements.

N. B.—*Study and exercise in the open air whenever possible.*



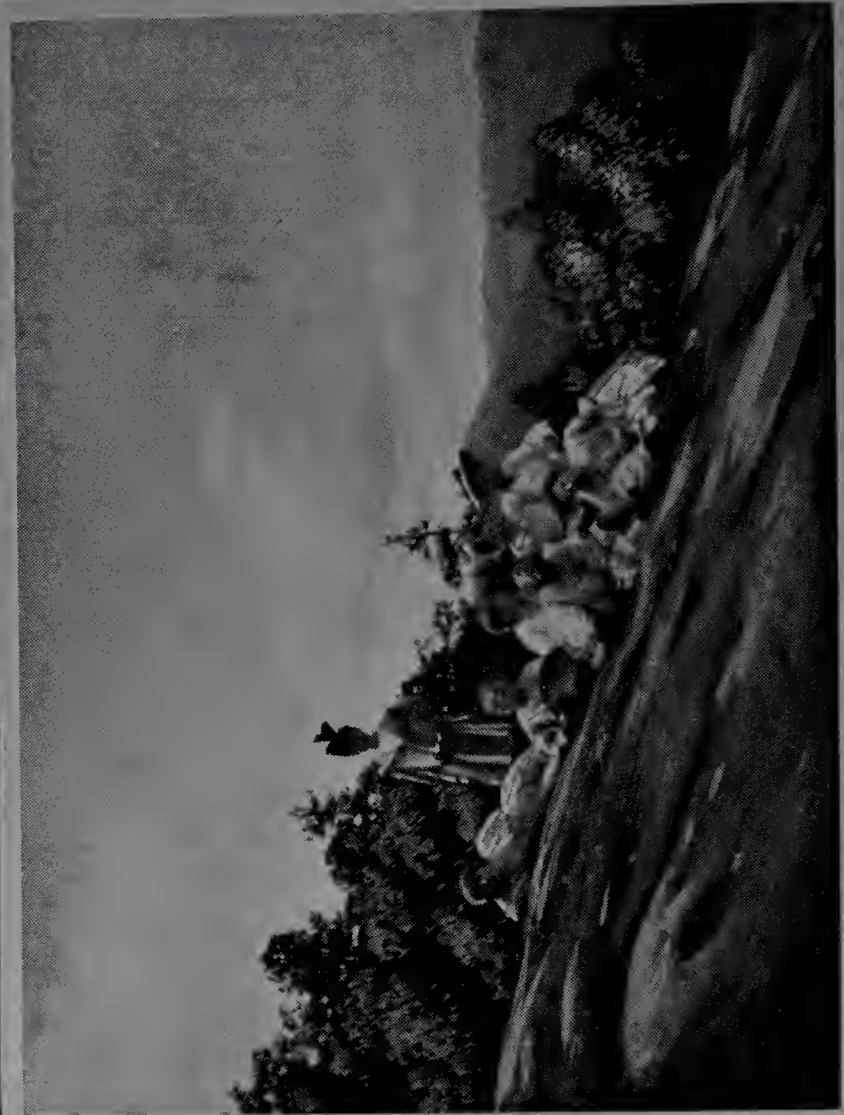
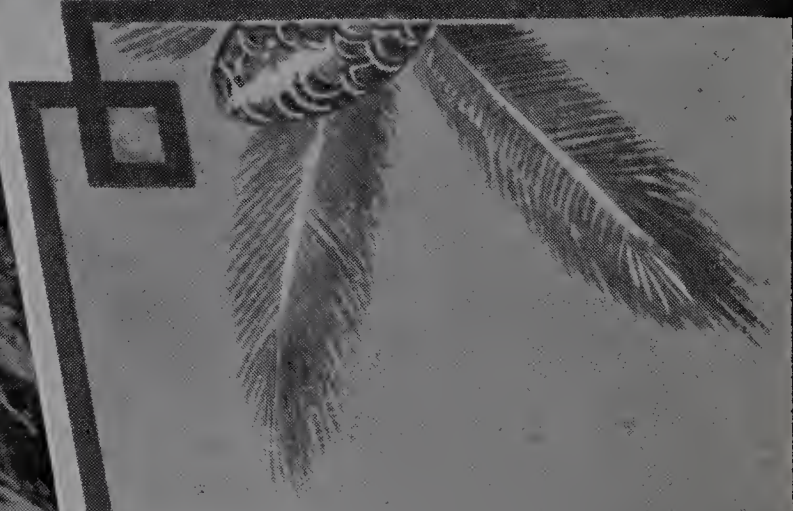
*On the Road to
 Heidelberg Academy*

II—THE ACADEMIC DEPARTMENT **SCHEDULE OF ACADEMIC COURSES**

REGULAR PREPARATORY COURSE				
STUDIES	1st Year	2d Year	3d Year	4th Year
	D (1)	E (1)	F (1)	G (1)
Mathematics -----	Arithmetic Algebra	----- -----	----- -----	Arithmetic (Commercial)
English -----	Grammar Composition Literature	Grammar Composition Literature	Rhetoric Composition Literature	Rhetoric History of Eng. Literature Composition Literature
History -----	English (Elective)	Ancient : Greek Roman	Mediæval and Modern	American Hist. & Civil Gov- ernment
Latin -----	Grammar Translation	----- -----	----- -----	----- -----
Modern Language: French or German	Grammar Translation Conversation	Grammar Translation Composition Conversation	Grammar Translation Composition Conversation	Grammar Translation Composition Reading Conversation
Science -----	Gen. Science & Physiography (Elective)	Biology: (1) Botany (2) Zoology	Chemistry	Physics

COLLEGE PREPARATORY COURSE				
STUDIES	1st Year	2d Year	3d Year	4th Year
	D (2)	E (2)	F (2)	G (2)
Mathematics -----	Algebra	Algebra	Plane Geom- etry	Solid Geometry Trigonometry
English -----	Grammar Composition Literature	----- ----- -----	Rhetoric Composition Literature	Rhetoric History of Eng. Literature Composition Literature
History -----	----- ----- -----	Ancient : Greek Roman	----- ----- -----	----- ----- -----
Latin -----	Grammar Translation	Grammar Composition Cæsar	Grammar Composition Cicero	Grammar Composition Virgil Ovid
Modern Language: French or German	Grammar Translation Conversation	Grammar Translation Composition Conversation	Grammar Translation Composition Conversation	----- ----- -----
Science -----	----- -----	----- -----	----- -----	Physics

Open-Air Study and Exercise, Whenever Possible



Walking and Riding Excursions from Heidelberg

DESCRIPTION OF ACADEMIC COURSES

Mathematics

1ST YEAR—*D* (1) and *D* (2) The study of Elementary Algebra through Quadratic Equations. *Text-book*: Wells and Hart's *New High School Algebra*. *D* (1) Arithmetic reviewed. *Text-book*: Milne's *Complete Arithmetic*.

2D YEAR—*E* (2) Algebra, continued and completed. *Text-book*: Wells and Hart's *New High School Algebra*.

3D YEAR—*F* (2) Plane Geometry, completed. *Text-book*: Wentworth's *Plane and Solid Geometry*.

4TH YEAR—*G* (2) Solid Geometry and Trigonometry. *Text-book*: Wentworth's *Plane and Solid Geometry*; Crowley's *Trigonometry*. *G* (1) Arithmetic (Commercial). *Text-book*: Moore's and Miner's *Practical Business Arithmetic*.

N. B.—All courses five times a week.

English

1ST YEAR—*D* (1) and *D* (2) (I) *Grammar*—Syntax. *Text-book*: Buehler's *Modern Grammar*. Dictation. Expression. (II) *Composition*—Letter-writing. Bi-weekly compositions. Special attention paid to neatness, punctuation, spelling, and the correct use of language. Reading aloud. Memorizing of notable passages of verse and prose. *Text-book*: Brubacher and Snyder's *High School English*, Part I. (III) *Literature*—Study: (Stress laid on form and style, exact meaning of words and phrases, and understanding of allusions.) A primer of American Literature and such classics as Stevenson's *Treasure Island*, Scott's *Lady of the Lake* and *Ivanhoe*; Longfellow's *Evangeline* or *Hiawatha*. *Reading*: Arnold's *Sohrab and Rustum*; Tennyson's *Enoch Arden*; Dickens's *Old Curiosity Shop*; Miss Porter's *Scottish Chiefs*; Washington Irving's *Sketch Book*, etc. (The books are read carefully, but not so as to lose the main purpose and charm of the story in fixing the attention too much upon details.)

2D YEAR—*E* (1) (I) *Grammar*—Syntax, diagrams, parsing, and analysis. *Text-book*: Buehler's *Modern Grammar*. (II) *Composition*—Study of paragraph development, narration, and description. Poetic forms. Bi-weekly themes. *Text-book*: Brubacher and Snyder's *High School English*, Part II. (III) *Literature*—Study: *Pancoast's Introduction to American Literature* (1835–1900); Lowell's *Vision of Sir Launfal*; Coleridge's *Rhyme of the Ancient Mariner*; Shakespeare's *Merchant of Venice*; Goldsmith's *Deserted Village*; Palgrave's *Golden Treasury*, Books II and III. *Reading*: Eliot's *Silas Marner*; Dickens's *David Copperfield*; Byron's *Prisoner of Chillon*; *The Old Testament* (*Genesis*, *Exodus*, *Joshua*, *Samuel*, *Kings*, *Daniel*, with the books of *Ruth* and *Esther*), etc.

3D YEAR—*F* (1) and *F* (2) (I) *Rhetoric*—Review of sentence and paragraph construction, narration, and description, etc. *Text-book*: Hitchcock's *Rhetoric and the Study of Literature*. (II) *Composition*—The principles of prose composition put in practice. Bi-weekly themes. (III) *Literature*—Study of English Literature to the Augustan age. *Text-book*: Long's *English Literature*; Milton's *L'Allegro, Il Penseroso, Lycidas and Comus*; Addison's *Sir Roger de Coverley's Papers*; Shakespeare's *As You Like It*. *Reading*: Translations from the *Odyssey*, *Iliad*, and *Aeneid*; Macaulay's *Lays of Ancient Rome*; Shakespeare's *Macbeth* or *Julius Caesar*; Dickens's *Tale of Two Cities*; Mrs. Gaskell's *Cranford*; Thackeray's *Henry Esmond*; Scott's *Kenilworth*; Hawthorne's *House of the Seven Gables*, etc.

4TH YEAR—*G* (1) and *G* (2) (I) *Rhetoric*, continued, with special reference to exposition and style, clearness, force, and smoothness. *Text-book*: Baldwin's *Writing and Speaking*. (II) *Composition*—Bi-weekly themes. *Text-book*: Scott and Denney's *Composition Literature*. (III) *Literature*—Study of English Literature from the Augustan through the Victorian age. *Text-book*: Long's *English Literature*; Burke's *Speech on Conciliation*; Franklin's *Autobiography* (condensed); Carlyle's *Essay on Burns* or Macaulay's *Life of Johnson*; Shakespeare's *Twelfth Night*, *Midsummer Night's Dream*, or *Hamlet*. *Reading*: Blackmore's *Lorna*

Doone; Kingley's *Westward Ho! or Hereward, the Wake*; Ruskin's *Sesame and Lilies*; Huxley's *Lay Sermons*; Palgrave's *Golden Treasury*, Book IV; Selections from Poe, Bryant, Longfellow, and Whittier, Lowell and other American poets and prose writers; Selected Essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, Holmes, and later writers; Chaucer's *Prologue*.

N. B.—All courses five times a week.

History

1ST YEAR—*D* (1) *Elective*. *English History*—Text-books: Higginson and Channing's *English History for Americans*; Readings from *English History*, by Green. Collateral reading: Bulwer's *Harold*, and the *Last of the Barons*.

2D YEAR—*E* (1) and *E* (2) *Ancient History*—Greek and Roman History. Text-books: West's *Ancient History*; McKinley's *Study Outline in Greek and Roman History*. Collateral reading: Selections from Plutarch's *Lives*, and Homer.

3D YEAR—*F* (1) *Mediaeval and Modern History*. Text-books: West's *Modern History* and *Ivanhoe Note Book*, Part I.

4TH YEAR—*G* (1) *Elective*—American History and Civil Government. Text-books: Ashley's *American History* or Stevenson's *American History*; Foreman's *Advanced Civics* (Parts).

N. B.—All courses five times a week.

Latin

1ST YEAR—*D* (1) and *D* (2) Text-book: Bennett's *First Year Latin*. Easy reading and translation. Kirkland and Ritchie's *Fabulae Faciles*.

2D YEAR—*E* (2) Text-book: Bennett's *Latin Grammar and Latin Writer*. Easy composition. Reading: Cæsar's *Gallic War*, I, II, III, IV.

3D YEAR—*F* (2) Text-book: Bennett's *Latin Grammar and Prose Composition*. Reading: Cicero, *Archias*; *The Manilian Law*; *Orations against Catiline*, I, II, III, IV.

4TH YEAR—*G* (2) Text-book: Bennett's *Latin Grammar and Prose Composition*. Reading: Virgil, *Æneid*, I, II, III, IV, V, VI; Selections from Ovid.

N. B.—All courses five times a week. Special attention paid to sight-reading and pronunciation.

French

1ST YEAR—*D* (1) and *D* (2) Text-book: Chardenal's *Complete French Course* (lessons 1 to 40). Study of regular verbs and most common irregular verbs. Written exercises. Translations of such French as Sym's *Easy First Reader*; Foa's *Le Petit Robinson de Paris*; Mairret's *La Petite Princesse*; Guerber's *Contes et Légendes*, Part I. Careful drill in pronunciation. Dictation. Conversation.

2D YEAR—*E* (1) and *E* (2) Text-book: Chardenal's *Complete French Course* (lessons 40 to 70). Study of irregular verbs. Translation. Reading aloud in class: Mansion's *Easy Selections for Sight-reading* and Bruce's *Selections for Sight-translation*. (I) Reading: Guerber's *Contes et Légendes*, Part II; Mairret's *Tache du Petit Pierre*; Fontaine's *Livre de Conversation* (1 to 25; Halévy's *L'Abbé Constantin*, etc. (II) Composition: Comfort's *Exercises in French Prose*. Dictation. Memorizing. Conversation.

3D YEAR—*F* (1) and *F* (2) Text-book: Chardenal's *Complete French Course* (lessons 70 to the end). Thorough study and use of irregular verbs in written and oral exercises. Study of idioms. Translation into simple idiomatic French. (I) Reading: Malot's *Sans Famille*; Labiche et Martin's *Le Poudre aux Yeux* and *Le Voyage de Monsieur Perrichon*; Augier's *Le Gendre de Monsieur Poirier*; Fontaine's *Livre de Conversation* (25 to the end); Lamartine's *Scènes de la Revolution*. (II) Composition—François's *Advanced Prose Composition*; Bernard's *Le Français Idiomatique*. Dictation. Memorizing. Conversation.

4TH YEAR—*G* (1) Text-book: Chardenal's *French Exercises for Advanced Pupils*. Thorough study of French idioms. Review of irregular verbs with application in the construction of sentences and use of the conditional and subjunctive moods. (I) Reading: Daudet's *La Belle*

Nivernaise and *Lettres de Mon Moulin*; La Brete's *Mon Oucle et Mon Curé*; Mérimée's *Colomba*; Sand's *Le Meunier d'Angibault*. (II) *Composition*—François's *Advanced Prose Composition*; Bernard's *Le Français Idiomatique*. A brief study of French Literature. Dictation. Memorizing. Conversation.

N. B.—All courses five times a week. French is the language of the class room.

German

1ST YEAR—D (1) and D (2) *Text-book*: Kayser und Montseser's *Brief German Course* (lessons 1 to 20). For drill in pronunciation, reading in the German Script and oral exercises, Josepha Schrakamp's *Das Deutsche Buch*. *Reading*: Guerber's *Märchen und Erzählungen*; Leander's *Träumereien*; Meissner's *Aus Meiner Welt*. Dictation. Memorizing. Conversation. Writing in the German Script.

2D YEAR—E (1) and E (2) *Text-book*: Kayser und Montseser's *Brief German Course*. *Reading*: Selections from Zschokke's *Der Zerbrochene Krug*; Storm's *Immensee*; Gerstacker's *Germelshausen*; Seidel's *Aus Goldenen Tagen*; Arnold's *Fritz auf Ferien*. Paraphrasing of poetry and prose. Dictation. Memorizing. Conversation.

3D YEAR—F (1) and F (2) *Text-book*: Kayser und Montseser's *Brief German Course*, completed. (I) *Reading*—Eschenbach's *Die Freiherren von Gemperlein*; Hillern's *Höher als die Kirche*; Heyse's *L'Arrabiata*; Freytag's *Die Journalisten* and *Soll und Haben*; Lessing's *Minna von Barnhelm*; Schiller's *Das Lied von der Glocke*. (II) *Composition*—Harris's *German Composition*. Short compositions on topics suggested by readings. Dictation. Memorizing. Conversation.

4TH YEAR—G (1) *Text-books*: Kayser und Montseser's *Brief German Course*, reviewed; Harris's *German Composition*, continued; Barnhardt's *History of German Literature*. (I) *Reading*—Goethe's *Hermann und Dorothea*; Scheffel's *Der Trompeter von Säckingen*; Schiller's *Wallenstein*; Meyer's *Der Heilige*; Selections from Lyric Poets—Uhland, Freiligrath, Heine, etc. (II) *Composition*—Short Essays. Letter-writing. Dictation. Memorizing. Conversation.

N. B.—All courses five times a week. German is the language of the class room.

Science

1ST YEAR—D (1) *Elective*. (I) *General Science*—*Text-book*: Clark's *General Science*. A simple general treatment of the elementary facts of the various branches of Natural Science. (II) *Physiography*—*Text-book*: Tarr's *New Physical Geography*. A study of the essential principles of Physiography. Open air demonstrations. Lectures.

2D YEAR—E (1) *Biology*. (I) *Botany*—*Text-books*: Davis's *Botany*. A study of the elements of anatomy, morphology, physiology, and geology, and the natural history of plants. (II) *Zoölogy*—*Text-book*: Davenport's *Introduction to Zoölogy*. A study of the principal types of animal life, structure, development, geographical distribution, use, adaptation, etc. Open air demonstrations. Lectures.

3D YEAR—F (1) *Elective with Substitution of Another Science*—*Chemistry*—*Text-book*: Brownlee's *First Principles of Chemistry and Laboratory Manual*; Blanchard's *Household Chemistry*. A study of elementary Chemistry with special emphasis of non-metals; and Chemistry as applied to the household. Laboratory work with apparatus. Solution of problems. Performance of a few good qualitative experiments. Use of note books. Lectures.

4TH YEAR—F (2) *Elective as Above*—*Physics*—*Text-book*: Carhart and Chute's *High School Physics*. A study of elementary Physics, including mechanics, sound, heat, light, magnetism, and electricity, with illustrative experiments by the teacher; applications of principles to every-day experience; solution of problems. Special instruction in the C. G. S. system of units. Laboratory work and use of note books. Lectures.

N. B.—All courses two to five times a week.



Views at Chimney Rock—18 Miles



Views at Green River—5 Miles

III—THE ART DEPARTMENT

The special courses included in this Department—viz., Music, Art, History of Art, Elocution, and Domestic Science and Art—are so arranged that any one or more of them may be pursued in connection with academic work, or they may be made the main pursuit of the student.

All regular academic pupils, however, specializing in these courses, are, as a rule, required to take some academic work along with their special studies. This is entirely in line not only with the object of this school, which proposes to give its students a liberal education, but it is in accordance with the commonly accepted view, which expects the professional student or artist to possess a certain amount of general knowledge of Mathematics, English, History, Languages, and Science, in addition to her acquirements as a specialist. Day pupils, not regular members of the Academy, may take lessons in any one or more of the special courses only.

H—Music

Music is a fine art, but it is also a science, and as such it should be generally studied. The study of Music develops the mind, inspires the soul, and cultivates the love for the beautiful. The importance of Music as an element of education can not be overestimated; and no school for girls, professing to give a liberal education, would be complete without a thorough course of musical instruction.

It is the purpose of this school to offer its pupils such advantages in Music as will enable them not only to develop their own natural taste, but also to recognize, understand, and appreciate good music when they hear it interpreted by others.

The Music Course embraces both instrumental and vocal music: (1) *Pianoforte*; (2) *Organ*; (3) *Violin—Mandolin and Guitar*; and (4) *Voice Culture*. The methods of instruction are based upon the studies and works used in the best European and American Conservatories of Music. The choice of these instruction works is left to the discretion of competent teachers who select such as, in their judgment, are best suited to the needs of the individual pupil.

In teaching instrumental music, particular care is given to the acquirement of artistic touch, technique, phrasing, and the principles of expression. Reading music at sight is emphasized, and the memorizing of selections from good composers receives due attention. Ensemble playing is practiced, to obtain promptness and accuracy in keeping time. In vocal culture, special stress is laid on the necessary thorough training, by approved modern methods, to develop the natural voice.

The school is amply supplied with musical instruments. The practice rooms are in a remote part of the building, at some distance from the class and study rooms. On the first floor, occupying a space of over fifteen hundred square feet, is a beautiful assembly room or concert hall, which seats about three hundred people—with movable stage and drop curtain.

In order to acquire confidence in playing before an audience, all music pupils are required to meet informally once a week in the Concert Hall for an afternoon recital. These meetings are open only to members of the school. Public recitals by the advanced pupils are given during the third session, to which the neighborhood is invited.

All music pupils, as soon as they are able to perform well enough on the piano, violin, mandolin, or guitar, are required to take part in the orchestra, which is included in the regular work of the Music Course. The orchestra meets once a week in the Concert Hall, and is composed of pupils and musicians from the neighborhood, who are cordially invited to join. Public orchestra recitals will be given from time to time, as an inspiration to the musical life of the school and of the community.

Description of Music Courses

The Music Course is designed to cover a period of four years, more or less, depending upon the taste for music displayed and the industry

of the pupil. It is divided into two subdivisions—*Theoretical and Technical*.

The Theoretical Course consists of instruction in *Theory, Harmony*, and (for the sake of convenience) *History of Music*. These are taught in classes, one hour a week each, in the different years corresponding to the grades in technical instruction—from the Rudiments of Music, Exercises in Ear-training, Rhythm, Sight-reading, and Structure of Music to Lessons in Harmony and Musical Form—and, finally, the History of Music.

The Technical Course includes instruction in Piano, Organ, Violin—Mandolin and Guitar—and Voice Culture.

H (1) Piano

(I) *Preparatory*—Notation. Foundation in touch and technique. Major and minor scales. Arpeggios. *Studies*: Presser, Köhler, Bergmüller, etc. Easy sonatinas by Clementi, etc. Easy compositions by leading masters. *Reading at sight*.

(II) *Intermediate (A)*—Technique continued. Major and minor scales and arpeggios. *Studies*: Czerny, Phillip, Hanon, Heller, etc. Bach's Little Preludes and Fugues, and other easy compositions. Sonatinas by Clementi, Haydn, etc. Compositions by Mozart, Chopin, etc. *Reading at sight*.

(III) *Intermediate (B)*—Technique continued. Review of all major and minor scales and arpeggios, and other studies. Scales in thirds and sixths. Advanced studies begun (Czerny, Cramer, etc.). Bach's Two and Three-Part Inventions. Easy sonatas by Mozart, Beethoven, etc. Compositions by classical and modern masters. *Reading at sight*.

(IV) *Advanced*—Technical studies continued. "Etudes" by Chopin, Mocheler, Liszt, etc. Sonatas by Mozart, Beethoven, etc. Bach's Well-tempered Clavichords, and more difficult compositions. Compositions, classical and modern. *Reading at sight. Preparation for concert work*.

H (2) Organ

Before taking the Organ Course, pupils must have completed the two first courses in Pianoforte.

The Course in Organ is similar to that in Piano, such studies as those of Bach, Mendelssohn, Dubois, Guilmant, Widor, and others, being followed.

H (3) Violin

(I) *Preparatory*—Exercises and studies by Heming, David, Part I; Hofman, and others. Easy sight-reading.

(II) *Intermediate*—Exercises and studies by David, Part II; Hofman, I, II; Schradieck; Kayser, etc. Solos adapted to the needs of pupils. Sight-reading.

(III) *Advanced*—Exercises and studies by David, Part II; Schradieck; Kayser; Sevcik, etc. Studies in three positions. Ensemble playing. Sight-reading.

(IV) *Difficult*—Exercises and studies by David, Part II, continued; Schradieck; Sevcik, etc. Studies in all positions. Ensemble playing. Sight-reading. Memorizing.

N. B.—As soon as the pupils are sufficiently advanced, they are required to take part in the orchestra, which is included in the regular work of the course.

Lessons are also given in the Mandolin, the Guitar, and other stringed instruments.

H (4) Voice Culture

(I) Elementary exercises in Breathing, Tone Placement, and Tone Development. Sight-singing. *Studies* by Concone, and others. Simple songs and ballads.

(II) Exercises in Scales, Precision and Flexibility, for the management of breath. Sight-singing. *Studies* by Concone; Lamperti; Marchesi; and others. Modern songs and easy classics.

(III) Exercises, selected at the discretion of the teacher, from Concone; Lamperti; Viardot, *An Hour of Study*, Part I. Classic songs and arias in English, French, German, and Italian.

(IV) Exercises, selected at the discretion of the teacher, from Garcia, and others; Viardot, *An Hour of Study*, Part II. Classic songs and arias. Public recital.

N. B.—Each graduate in Music is expected to give at least one matinee recital, and to assist at three public recitals.

All pieces, either in Piano, Organ, Stringed Instruments, or Voice, must be memorized.

All of the above courses in Music are subject to alteration as required, and will be supplemented or added to as the teacher may deem advisable.

The *Chorus Class* is not confined to pupils who are taking Voice Culture, but it is open to all members of the school without charge. This class is held twice a week and membership is voluntary, although every one who can sing at all, and most can, is expected to join. It is good training—an education in itself.

I—Art

The object of this course, like that of Music, is to cultivate the love for the beautiful, and to form the basis for further study in the advanced art schools of this country and abroad. As much of the work as possible is done from Nature, for which Heidelberg Academy offers unusual opportunities in its beautiful gardens and surrounding picturesque scenery. The Academy, moreover, is practically a Museum of Art itself, exhibiting many rare paintings, engravings, and antiques—works of art, which have been collected from all parts of the world, thus serving not only for instruction, but as a constant source of inspiration to the artistic taste of the school.

In this course instruction is given in drawing from objects, casts, and the living model; and in painting in water-color and oil. There are three classes:

(I) *Drawing in Charcoal* from still life and casts; the principles of perspective; sketching in pencil.

(II) *Drawing from the Antique*; water-color; pastelle painting; sketching from models; the elements of design.

(III) *Oil Painting*; outdoor sketching; tapestry painting; designing.

N. B.—Free-hand drawing is taught gratuitously to the whole school, alternating with penmanship.

J—History of Art

This course is intended also to cultivate in the student the love of the beautiful, and to fit her for travel, especially in European countries. It includes the history of architecture, sculpture, and painting, and should be taken in connection with the Art Course.

(I) *Ancient Art*—Egypt, Greece, and Rome. *Text-books*: Perry's *Egypt, the Land of the Temple Builders*; Tarbell's *History of Greek Art*; Goodyear's *Roman and Mediaeval Art*.

(II) *Italian Art*—Architecture, sculpture, and painting from the earliest Christian period through the Renaissance. The works of the great masters, Leonardo da Vinci, Raphael, Michael Angelo, Correggio, and Titian. *Text-books*: Goodyear's *Roman and Mediaeval Art* and *Renaissance and Modern Art*; Lübke's *History of Art*. Supplemented by pictures and lectures throughout the courses.

K—Elocution

This course is intended for those who wish to pay special attention to voice-training, pronunciation, articulation, and all the other principles relating to good reading, speaking, recitation, etc. It is divided into two classes:

(I) *Reading*—The object of this class is to enable the pupil to grasp the thought and feeling from the printed word and express it clearly and distinctly to others. It includes training of the speaking voice; correct breathing; conception and production of tone; placing the voice; enunciation; pronunciation; and the principles of reading.

(II) *Public Speaking, Recitation, Etc.*—The object of this class is to prepare the pupil for speaking and reciting before private or public audiences. It includes vocal training; story telling; the study of famous orations and orators; the preparation of recitals and recitals.

L—Domestic Science and Art

The object of this course is to fit girls to become intelligent and efficient in the management of the home. The young woman of today, in America, if she is to meet and solve successfully the problems of her daily life as future housekeeper and home-maker—which is, after all, the highest profession for women—must have a working knowledge of Domestic Science and Art. She must have not only a theoretical understanding of the use and value of foods, and an acquaintance with the principles of chemistry as applied to the household, but she must have a practical knowledge of the Domestic Arts—cooking and planning of all kinds of meals, from the simple home service to the elaborate entertainment and formal social function—sewing, both hand and machine sewing, knitting, crocheting, and embroidering, as applied to articles of dress or household use—in a word, she must be a true *housekeeper*. She must not only be able to adjust time and energy in directing others systematically, with a mind alert to the business of life and to the commercial interests involved in supplying the needs of the household, but she must be capable, in case of necessity, of taking hold herself and doing things with her own hands—if the modern home problems are to be successfully solved.

Domestic Science and Art are, therefore, a most important part of a girl's education, and one which until recently, in this country at least, has been somewhat neglected. Realizing this fact, the National Government, as well as various states and cities, have taken the matter up, and Domestic Science is now being taught in many public and private schools. The difficulty, however, has been to make the course sufficiently practical to be useful.

It is the purpose of this school to give a thoroughly practical course of Domestic Science and all the household arts, with constant object lessons in the home, under the management of an experienced housewife, cook and caterer, and expert seamstress.

The Cooking Course provides for instruction in the principles of cookery, and in the use and care of utensils, materials, and equipment. It includes:

(I) *Cooking*—(A) The principal processes—boiling, baking, broiling, roasting, frying, etc. (B) The preparation of various classes of foods—eggs, meats, soups, vegetables, breadstuffs, cakes, desserts, salads, etc.

(II) *Dietetics and Food Values*—This work is carried on simultaneously with the lessons in practical cooking in the kitchen. It consists in a series of lectures or talks in the class room, during which a foodstuff is first considered from a scientific standpoint, so that the pupil may become acquainted with its nature and nutritive value, and then it is used in the kitchen in preparation of one or more dishes for the table, to illustrate its practical application.

The students are also given opportunity to make practical application of the work, in the planning and preparing of refreshments for social functions at the school. Menu-making is practiced in the Cooking Class, to give instruction in the purchasing, preparing, and serving of formal meals. And, whenever possible, the stores in the neighborhood dealing with food supplies will be visited, so that the students may become familiar, from actual observation, with the methods of handling and preparing foodstuffs, and with their economic value.

(III) *Sewing, Etc.*—This course is also a practical one, and includes both hand and machine sewing, applied to simple articles of dress for household use. Instruction is given in sampler work—basting, stitching, overcasting, hemming, etc.; button-hole making, darning, and the like. Practice in the use of paper patterns is also given, and simple articles of underwear, shirtwaists, skirts, etc., will be made. Knitting, crocheting, and embroidering are taught in addition.

N. B.—Throughout the courses in Domestic Science and Art open discussions are encouraged, at all times, of any topics relating to home life and social conditions suggested by the lessons. The cost of food and clothing are discussed, in order to develop not only the economic knowledge, but also the taste and judgment of the pupils, in the matter of the choice and fitness of articles for personal and household use.

IV—THE COMMERCIAL DEPARTMENT

This department includes a two years' course in Bookkeeping, Shorthand, Typewriting, Commercial Arithmetic, and English—with the employment of Pitman's System of Shorthand and the Touch System of Typewriting.

This course will not be given unless a class is formed sufficiently large to warrant it.

EXPENSES

The annual charges for Board and Tuition in all studies except those specified are:

Room with mate	\$350 00
Private room	400 00
Larger private room	450 00
Private room with bath	500 00

This includes Room, Board, and Tuition, and all regular school fees in the Preparatory and Academic Departments, with French, German, Class Singing, Freehand Drawing, Physical Culture, and General Medical attention.

Additional Expenses for All

Laundry, per year (\$3.00 per month).....	\$25 00
Library, per year	2 00
Athletic fee, per year (for maintenance).....	5 00

Special Expenses

Piano and use of instrument (2 lessons per week).....	\$50 00
Organ and use of instrument (2 lessons per week).....	70 00
Violin (2 lessons per week).....	70 00
Voice Culture (private lessons 2 per week).....	60 00
Theory and Harmony or History of Music (required with Music).	10 00
Art { Painting (oil or water color).....	60 00
{ Drawing (private lessons)	60 00
History of Art	10 00
Elocution (private lessons).....	60 00
Domestic Science (cooking, etc., 2 lessons per week).....	45 00
Domestic Art (sewing, etc., 2 lessons per week).....	22 50

Athletic Courses

Dancing (2 lessons per week) per month.....	\$2 00
Gymnastics (2 lessons per week) per month.....	2 00
Riding lessons (at Riding Master's charges).	

Extra Expenses

Laboratory fee (to students of Chemistry, to cover cost of materials) per year	\$5 00
Laboratory fee (to students of Physics, to cover cost of materials) per year	3 00
Laboratory fee (to students of Domestic Science and Art, to cover cost of materials) per year.....	5 00
Meals in rooms	25
Residence at school in vacation, per day (for students).....	1 50
Residence at school in vacation, per week (for students).....	10 00
Residence at school, per day (for guests).....	2 00
Residence at school, per week (for guests).....	12 50

Terms

A deposit of \$15.00 is required with application for admission, which will be credited on account of the first tuition bill. On the day of entrance, one-half of the regular Board and Tuition fees must be paid (i.e.,

\$175.00 for average room with mate, and others in proportion), and the balance of the amount for the year at the beginning of the Winter Session. The same terms hold good for the special charges.

No reduction will be made from the regular or special fees on account of late entrance in the first month, nor for withdrawal in the last month of the school year, nor for temporary absence from school. Should a pupil be dismissed, or withdrawn from any other cause than protracted illness, no money will be refunded, and the charges for the entire year must be paid. In case of protracted illness, the price of board and laundry, but not of tuition, will be returned.

A deposit of \$20.00 per year is required for the purchase of books, music, art materials, etc., as no money will be advanced for this purpose. This fund will be accounted for, and, if the whole amount is not used, the balance will be returned.

All pupils are entitled to general medical supervision and attention throughout the school year without charge, except in cases of protracted illness or special treatment. If it is found necessary to employ the services of a special nurse, or to call in a consulting physician, surgeon, or specialist, this expense is to be borne by the pupil.

Fees being payable in advance, 6 per cent. interest is charged on all deferred payments. If all cash can not be paid, monthly payments may be arranged for; good negotiable notes, drawing 6 per cent. interest from date, will be accepted as security.

Expenses of Day Pupils

	Per Month	Per Year
Kindergarten (1st and 2d) Classes.....	\$4 00	\$36 00
The Primary (3d and 4th) Classes.....	5 00	45 00
The Intermediate (5th, 6th, 7th, and 8th) Classes	7 00	63 00
The Academic (1st, 2d, 3d, and 4th) years.....	8 00	72 00

Terms—Fees payable annually or monthly in advance.

Deductions*

A deduction of 10 per cent. in the tuition charges of the special courses will be made in the case of pupils taking two or more of these courses along with academic work. This deduction is made only to pupils who pay the full academic fees.

A deduction of \$10.00 each for the year will be made in the charges when two or more boarding pupils enter from the same family.

When two or more day pupils enter from the same family, a deduction of 10 per cent. of the tuition charge will be made.

A liberal deduction from the regular charges will be made in favor of physicians' daughters taking the full academic courses.

Special Tuition

Attention is drawn to the fact that Heidelberg Academy offers exceptional advantages for special tuition in Literature, Languages, Science, Music, Art, etc., not only on account of its location and climate, where the very atmosphere of the place is an inspiration to the student, but it has also among its Faculty graduates from such well-known institutions of learning as St. Andrew's University, Scotland; the Royal Science Schools, England; the Royal Institute, Nymphenburg, Germany; the University of New York, and other colleges and schools†—who are capable of giving post-graduate and special tuition in almost any branch of study that the young pupil may wish to pursue, from the "Humanities" and "Belles Lettres" to Cooking, Sewing, and Housekeeping.

*All deductions are conditional on bills being paid in advance.

†Private references will be furnished on request.

N. B.—THIS CATALOGUE CANCELS ALL THE PREVIOUS ONES ISSUED BY THIS SCHOOL.

APPLICATION BLANK

Heidelberg Academy, Heidelberg Gardens, Flat Rock, N. C.

I hereby request that a place be reserved for my.....
for the school year beginning.....and beg
to enclose my check for \$15.00 entrance fee, to be credited on account of
the first tuition bill, but forfeited if pupil is withdrawn.

Signed

Business address

Home address

Full name of applicant.....

Age and date of last birthday.....

Financial references (two).....

.....

Social references (two).....

.....

Will applicant study music?....What instrument?.....Voice?.....

Will applicant study Art?.....Elocution?.....Domestic Science?.....

Will applicant take full or part academic work with special courses?....

Does she wish to engage room with mate?.....

Private room?Room with bath?.....

Statement of Previous Education

Name of previous school.....

What class or grade completed?.....

What text-book finished in the following subjects? Give exact answers:

Mathematics—

Arithmetic?

Algebra?

Geometry?

English—

Grammar?

Rhetoric?

Literature?

History—

American?

Others?

Latin—

Grammar?

Written Exercises?

Reading?

French?

German?

Science?

Character and disposition?.....

Causes for leaving school?.....

Signed

(School Teacher.)

STATEMENT OF HEALTH

Family History

Age of father, if living?.....Age of mother, if living?.....
If father dead, give age at time of death, and cause of death.....
.....
If mother dead, give age at time of death, and cause of death.....
.....
Age of brothers living?.....
If dead, give age at time and cause.....
.....
Age of sisters living?.....
.....
If dead, give age at time and cause.....
Make similar statements regarding the grandparents, paternal and ma-
ternal, if known.....
.....
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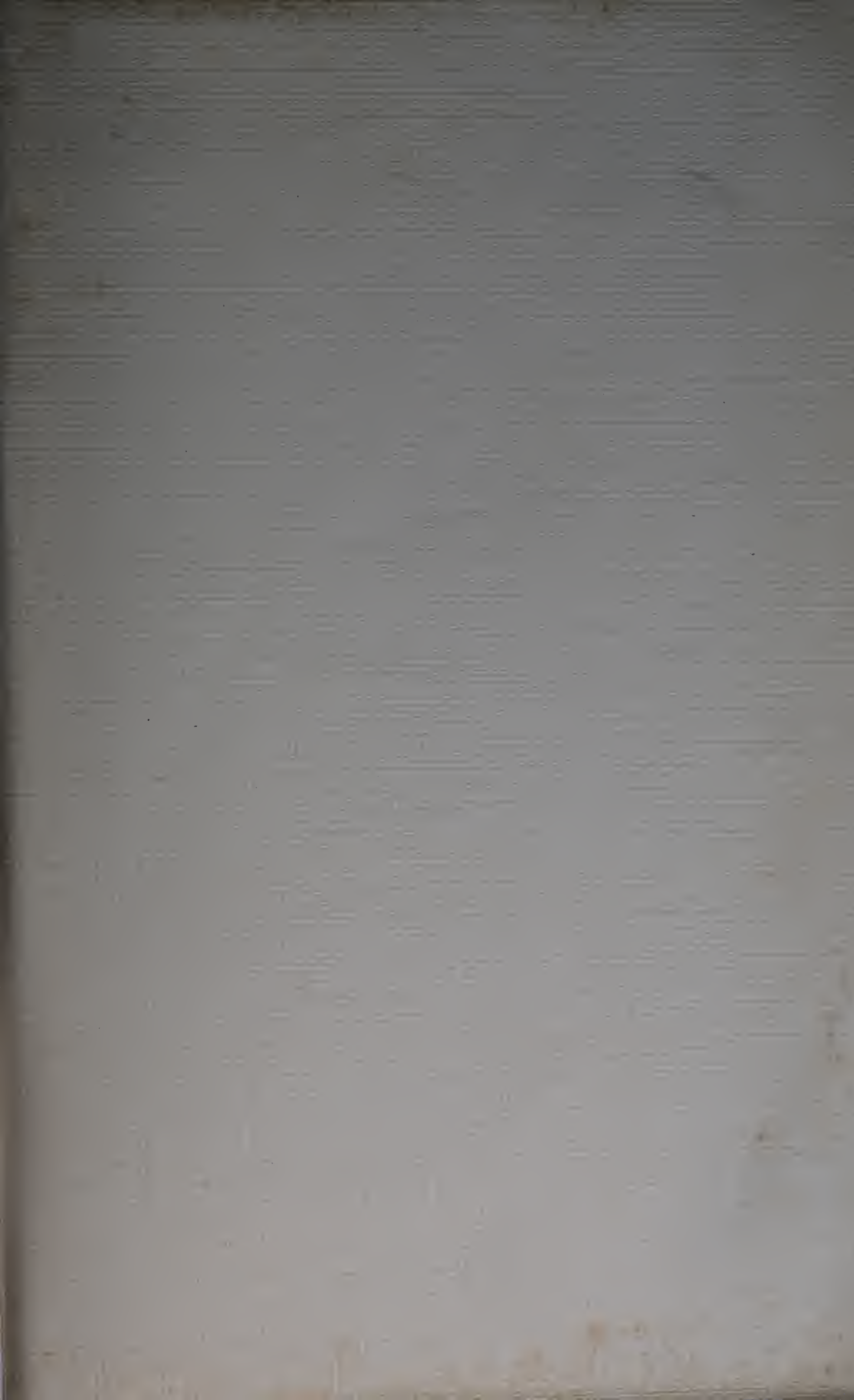
Previous Health of Applicant

State what previous illnesses or accidents of infancy or childhood appli-
cant has suffered, if any.....
.....

Present Condition of Health

Give details of applicant's present condition of health, and especially of
any organic trouble, or inherited tendency to organic weakness, if known
or suspected.....
.....
.....
Date of last vaccination successfully performed?.....

Signed
(Family Physician.)



UNIVERSITY OF N.C. AT CHAPEL HILL



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